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DEVELOPING PEDAGOGICAL TECHNOLOGIES AND SKILLS

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Abstract
Learning to use technology to improve the educational process entails more than just knowing how to operate certain hardware and software. It necessitates a thorough understanding of the pedagogical concepts that apply to the use of technology in educational contexts. The importance of learning theory in the design and function of class activities, as well as the selection and use of instructional technologies, is the first step in pedagogy-based training. The author of this essay emphasizes pedagogy's compatibility with modern technologies, as well as the necessity of pedagogical abilities in the educational process.

Keywords: pedagogy, information technology, skills, Education Resource, methodological bases, modern methods.

Introduction

Teaching in the twenty-first century necessitates the use of cutting-edge educational technology and necessitates significantly different pedagogical skills than teaching in a traditional classroom with a whiteboard (chalk and talk). The pedagogical skills of teachers in using educational technology and its alignment to learning content, on the other hand, have yet to be determined. Furthermore, the qualities of 21st-century pupils in terms of learning concentration, motivation, and intelligence have altered. As a result, this research was carried out to determine instructors' 21st-century pedagogical competencies in the use of modern educational technologies. Improving students' thinking, modifying material, and evaluating knowledge are among the educational skills constructs with the highest mean. The implication is that teachers should keep their pedagogical skills for teaching and learning in the twenty-first century up to date in order to effectively support students' learning and impart knowledge; such efforts are necessary to combat students' declining interest and motivation, particularly in the theoretical aspects of technical subjects in school. When kids use technology in the classroom, teachers have noticed that they are more likely to help one another. Many technology-based assignments include additional components, which necessitates pupils seeking assistance from their peers or the teacher. When students are divided into small groups, those who are more

technologically advanced can help their less experienced peers. Teachers can use technology to improve their relationships with their pupils and coworkers. For example, 84 percent of instructors say they use the internet at least once a week to discover engaging content for their pupils. Incorporating technology into your lesson planning, as well as using it to further your own topic knowledge, may make a big difference in the classroom. Technology will surely continue to improve, and it will be necessary to adapt your teaching technique to keep up. Greene gives the following advice to fellow educators: "Take a chance. Experiment with new ideas. You'll never know how useful a tool or strategy is until you give it a shot. Critical thinking skills are also encouraged when technology is used in the classroom. "Just jump right in."

The traditional oral tradition of teaching is the essence of pedagogical technology, which encourages pupils to learn more autonomously by abandoning the way of doing so. The instructor serves as the director of student learning, counselor, and sender of the ultimate outcome in this scenario. The efficacy of pedagogical technology resides in the fact that it allows varied teachers to attain the same (nearly identical) results in a certain subject (specialty). This is true for all educational establishments.

High pedagogical thinking, a conscious, creative approach to the educational process, the ability to effectively apply methodological knowledge, which is constantly improving pedagogical knowledge, past values, and the creative heritage of Central Asian thinkers are all examples of pedagogical skill. In the process of theoretical research of teacher training technologies in sophisticated foreign nations, information on coach training, as well as information on modern information technologies, portal news. The fact that new teachers, as well as those with several years of work experience in an educational institution, face a number of circumstances in order to improve their professional abilities, enhances their teaching skills. They can be further developed using the following tools: independent study (with new literature, Internet materials, portal system, information published in periodicals, as well as advanced technologies that provide information about the latest developments in the field of pedagogy) to familiarize themselves with them, generalize the ideas presented in them, and prepare independent projects based on the conclusion). The study of experienced teachers' actions (arranged without leaving the educational institution and is time and cost effective. On the basis of observation and analysis of the lessons conducted by experienced instructors, the study of their actions is carried out). It is preferable to reach a judgment based on a summary of the impressions gained in this regard). The Science Teacher of the Year competition has been held since 2006. The Republican "School of the Year" competition encourages teachers to promote the

accomplishments of community-based educational institutions. Future teachers will attain this goal by performing the following duties on a regular basis:

Prospective teachers are equipped with theoretical and methodological bases of pedagogical skills.

1. Develop a knowledge system for the components of pedagogical skills, such as pedagogical technique, pedagogical cooperation (communication), pedagogical delicacy, pedagogical ability, pedagogical skills, educational process management, speech culture, educational technology, pedagogical creativity, and reflection.
2. Future teachers will have a strong desire to learn the secrets of pedagogical skills on their own, as evidenced by our national traditions and customs, as well as the rich creative history of Central Asian thinkers.
3. Each prospective teacher develops a personal pedagogical talent based on his or her pedagogical-psychological and methodological knowledge, skills, and capacities.
4. Regularly master the theoretical and practical foundations of educational process organization and administration based on the most up-to-date modern methods and forms of international standards.
5. Teachers acquire forms, methods and tools of personal and creative development to improve their professional skills.
6. Teachers are constantly learning about the nature, function, and structure of educator skills.
7. Develop their professional skills on the basis of high access to modern information technologies and the portal system.

By addressing these goals and objectives, instructors and educators will learn to stay up with the trends, live with the agony of educating children, and see the future clearly. Each teacher teaches students to use their abilities, knowledge, and experience to thoughtfully create and accurately implement our country's present problems, goals, and objectives, as well as to develop creative pedagogical activity skills. Pedagogical skills - a characteristic of instructors that determines their personal (childhood, humanity, friendliness, etc.) and professional (knowledge, intelligence, dedication, creativity, ability, etc.) traits, which are expressed in their educational activities. This is a high-level exercise that allows participants to continually enhance their professional skills. It is represented in the professional activity of every teacher who is an expert in his or her field, has received pedagogical, psychological, and methodological training, and engages in practical activities to find the best ways to teach, educate, and develop pupils. Thus, in order to develop pedagogical abilities, a teacher must be well-versed in his or her subject, possess pedagogical and psychological knowledge, as well as humanism, inquisitiveness, and commitment.

"Pedagogical skills are the teacher's faultless accumulation of pedagogical and psychological information, professional skills and abilities, passion in their job, advanced pedagogical thinking and intuition," Rachenko adds, describing pedagogical skills as a part of pedagogical art. He is thought to have a moral and aesthetic outlook on life, as well as confidence in his own judgment and determination.

Observation is a key component of educational abilities. It entails the ability to perceive the unique aspects of things, which serves as the starting point for creative endeavors. The artist's observation is obviously different from a natural scientist's observation. Because of their diverse views, each has its own way of thinking and thinking.

An important quality of talent is the ability to think creatively. This trait applies not only to artists, mathematicians, and literary critics, but also to all science teachers. To master the secrets of any profession perfectly, it takes talent. Only a healthy teacher develops pedagogical skill. It can, however, be high, medium, or low. Some qualities and characteristics play a supporting function among the traits and characteristics represented in these various levels of ability.

Conclusion

There is a growing interest in interactive teaching approaches (using cutting-edge pedagogical and information technology to improve educational efficacy). Teachers can seek for their own knowledge using current technology, and in the process, the educator provides the conditions for the individual's and team's development, formation, acquisition, and raising.

It serves as a manager and a guide at the same time. In the learning process, the educator takes on a significant role. Any pedagogical technology used in the educational process is dependent on the individual, who is educating the listener, and who is training the instructor.

Classes that use pedagogical technology improve young people's motivation to share their opinions on major life events and issues, giving them the opportunity to think and justify their positions. The development of projects for instructors and educators to establish tasks for self-realization and implementation, the management of harmonious relationships between internal and external activity plans, and the combination of universal and unique skills of the individual.

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